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Seventh Grade

Katharine M. Stilwell

History and Geography: The history and geography are so closely united in the plan of work for this grade that for the present it seems best to present the work in one outline. The pupils have already a general idea of the structure of Eurasia. This will be followed by a close study of the short slope. The details will be discussed as the scene of history shifts from country to country.

The history outline for November contained more work than could be done in the time allotted. So the subjects planned for December will be continued through the month of January.

The class has followed the Romans in their struggles for social and political adjustment; they have seen how Rome, in repelling the Gauls, preserved the Italian civilization and solved the problem of the unity of Italy.

Through this study of history they have gained some knowledge of the geography of Italy. The following points have been discussed:

1. Location.
2. Size: Extreme length; extreme width; area; area to-day; coast-line.
3. Surface: Mountains: Alps; Apennines; character and appearance of each; direction; average height; peaks, etc. Plains: location and appearance; character of coasts; harbors.
4. Drainage: Po, Arno, Tiber.
5. Climate: Temperature and rainfall as affected by the mountains; prevailing winds.
6. Occupations and productions.
7. Influence of Italian geography upon history: (a) Elements of historical significance; Apennines; slopes; Po valley. (b) Nature of influence: Difficult to defend country because of long slope; easily conquered by Rome; outlook toward west; contrast with Greece; lack of harbors; relation of mountain to plain.
8. Rome's geography and its influence: The river Tiber; the series of hills; character of the land about Rome.

The expression has been sand and chalk modeling, scenes illustrated in black and white and in color and clay modeling of Roman citizens, Gallic soldiers, etc.

As the pupils continue the history (see November and December outlines), the geography necessary to the work will be taken up in topics similar to the following outlines: *Sicily*. (First Punic war.)

1. Shape, triangular.
2. Size, 9,935 square miles.
3. Surface: Limestone ridges, steep in the north, sloping toward the south; higher range in northeast of granite; Mount Ætna; volcanic; 10,800 feet high; fertile plain south of Ætna.
4. Drainage: River Symæthos; character of other streams.
5. Climate: Rain in winter, dry summers.
6. Productions: Wheat.

Spain. (Second Punic war.)

1. Location, latitude, longitude.
2. Size: Area at time of war; area to-day (190,000 square miles); extreme length, 650 miles; coast-line, 1,300 miles.
3. Surface: Lofty tablelands (1,000 to 3,000 feet); rugged and ill-watered; mountains run from east to west; Pyrenees on the north, Cantabrian in the northwest, Guadarrama in central part, Sierras Morena and Nevada in the south; deep valleys between the mountains.
4. Climate: (a) Zone of plateau, arid soil; cold in winter; hot in summer. (b) Northwest province, moist. (c) East coast, preserves the balance. (d) Sub-tropical zone of south coast hot and humid. Trace Hannibal's route through Northern Spain, across the Pyrenees, along the Rhone, across the Rhone, over the pass in the Alps to Italy.

FRANCE: (Cæsar.)

1. Location: Boundaries to-day; compare with Gaul.
2. Size to-day: Area, 205,986 square miles; coast-line, 1,600 miles.
3. Surface: Character of coasts; mountains, Pyrenees, Alps, Jura; character and peaks; height; plateaus, southeastern worn down by rivers; Cevennes Mountains, Auvergne; northeastern tableland. Plains—plain of the Rhone; the western plain, Garonne, Loire, Seine.
4. Climate; Rainfall, temperature, prevailing winds, mistral.

SWITZERLAND: (Cæsar.) 1. Location; latitude, $45^{\circ}47'$; longitude, $6^{\circ}10'$.
 2. Size: Area, 115,992 square miles; length, 210 miles; width, 130 miles.
 3. Surface: (a) Alps; Bernese, Oberland, Pennine, Lepontine, Rhœtian Alps. Appearance, peaks and passes. (b) Jura; parallel chains; limestone. (c) Tableland; average height, 1,380 feet.
 4. Drainage: Rivers, lakes.
 5. Climate.
 6. Occupations: Agriculture, manufacturing.

THE DANUBE BASIN (conquest of the East).
Austria-Hungary: 1. Location: 241,000 square miles in area.

2. Surface: Three-fourths of surface mountainous. Eastern Alps between Switzerland and the Danube. Plains of Hungary surrounded by Carpathian Mountains. Length, 880 miles; area, 22,500. Geological history of plain.
 3. Drainage: Description of the Danube. The Iron Gate and its effect.
 4. Climate: Temperature—why? Rainfall.
 5. Occupations: Nine-tenths of surface productive. Agriculture, manufacturing.

THE BALKAN PENINSULA: 1. Location.
 2. Surface; Balkan Mountains, tablelands.
 3. Drainage: Danube and its tributaries.
 4. Climate as affected by latitude and elevation.
 5. Divisions: Formerly Illyricum and Macedonia. At present Bulgaria, Servia, Turkey-Greece, and the Roumanian plain.

The class will obtain an image of these countries through lantern-slides and the pictures in the school collection. This image will be expanded by vivid oral descriptions, by reading, and by the correspondence plan in last month's outline. Conditions will be presented enabling the pupils, as far as possible, to reason out the resulting climate, productions, and occupations of the people. Our weather conditions here will be contrasted with those of the country under discussion and landscapes of the countries will be compared.

Writing, drawing, and painting will constantly be used as modes of expression. Maps will be modeled in sand and chalk. Longman's atlas will be used for reference.

References: Ballou, *Footprints of Travel*; Boner, *Transylvania, Its Products and Its Peoples*; Brown, *Peoples of the World*; Reclus, *Earth and Its Inhabitants*; Dunlop and Dunlop, *How We Spent the Autumn*; Hawthorne, *Passages from the French and Italian Notebooks*, p. 9-50, 506-28; Holmes, *Our Hundred Days in Europe*; Reclus, *Earth and Its Inhabitants*; De Colange, *Voyages and Travels*; Jebb, *Modern Greece*; Mahaffy, *Rambles and Studies in Greece*; Symonds, *Sketches and Studies in Greece and Italy*; Tozer, *Islands of the Aegean*; Page, *The Chevalier of Pensier-Vani*; Taine, *Italy*; Whymper, *Scrambles Among the Alps*; *The World, Its Cities and Peoples*; Dennis, *Summer in Andalusia*.

Nature Study: The class will continue the work on a plan for lighting, heating, and ventilating our new school building. For details of this work, see December outline.

Number Work: Number will be used in the Nature Study as indicated in the outline. It will be used when necessary in the geography work. Problems will arise on each country similar to the following on Spain.

1. Compare the area of Spain (190,000 square miles) with the area of Italy (92,000 square miles).
2. The plain area is what part of the whole area of Spain? Compare with Italy (2,700 square miles of plains).
3. How many States the size of Illinois (56,650 square miles) can be made out of Spain?
4. What per cent of Spanish soil (Gibraltar, 1,240 acres) belongs to the English?
5. In old Iberia there are still 27,000 square miles of wooded land, only 11,600 of which are genuine forests. What part are thickets? What per cent?
6. Compare the coast-line of Spain (1,300 miles) with that of Italy. Compare the average elevation of Spain (2,300 feet) with the average elevation of Italy. Compare their highest peaks; their longest rivers.
7. What is the effect of coast-line? How many miles of coast-line to one square mile of area? Compare with Italy.
8. What per cent of the coast-line of Spain is on the Mediterranean (714 miles)? On the ocean?
9. What is the average population (17,329,-

032) to the square mile? Is this a dense population? Account for this.

10. Construct a square, the sides of which are each 5 units (inches) long, and rule it into small squares, the number of which equals the average population on twenty-five square miles in Spain, in Italy, in the United States, in the world. A population above the average in density would be called a dense population, below the average would be a sparse population. What country has the average population? What countries are densely populated? What ones are sparsely populated?

11. The length of the Ebro is equal to fifteen times the distance of its source from the ocean. Why is this?

12. Compare the Ebro with the Po in length.

13. Compare the basin of the Ebro (3,800 square miles) with the basin of the Po (29,000 square miles).

14. The average discharge of the Ebro is 3,500 cubic feet per second, while the Po discharges on an average 60,734 cubic feet per second. How do you account for this?

15. Compare the average temperature of Spain with the average temperature of Chicago for the last twenty-five years (consult U. S. Weather Bulletin).

16. Compute the yearly rainfall at Chicago. Compare this with Spain.

The work in Manual Training will require the use of geometry.

Algebra will be taken up this month. It will be taught in the closest connection with mensuration, and in accordance with the plan suggested by Mr. G. W. Myers in the December COURSE OF STUDY. Additional problems will also be found in the Eighth Grade outline in this issue.

Oral Reading: The study of Julius Cæsar will be continued.

Manual Training: In correlation with the month's work in Nature Study, the pupils will construct the model of a house. This will involve a study of the materials to be used. Tests will be applied to determine

the fitness of the various woods for the necessary parts of the house. The pupils will discuss different methods of construction.

Music: The work for the Seventh and Eighth Grades will be much the same as for the Fifth and Sixth, there being slight difference in the groups in respect to ability to sing the rote-songs, and in the technical exercises required. Work in sight-reading will be done by these grades, and a large number of the simple songs in the first part of the "Primer," Modern Music Series, will be used for this purpose.

Songs: *Ring Out, Wild Bells*, Modern Music Series, Second Book; *Winter Song*, *Three Part Round* (p. 104), *Three Part Round* (p. 111), Modern Music Series, First Book; *Welcome, Wild Northeaster*, *In the Tempest*, *Winter and Spring*, *A Snowy Day*, Modern Music Series, Third Book; *On the Wild Rose-Tree*, Songs of Life and Nature.

Cooking: The next quarter will be spent, at the suggestion of the children, in learning to prepare and serve an Easter dinner, for their teachers. The pleasure that it will give the teachers will be used to arouse a desire in the children for a knowledge of the foods and food materials used. The children will be asked to bring in menus for the dinner, and these will be discussed in the class, with special reference to food values and cost.

Industrial Art: Textiles. The Seventh Grade will weave small rugs or mats on the school loom. They will begin the making of textile design on the squared paper, and the building of the chain.

Eighth Grade

Nott William Flint

Nature Study: I. VENTILATION AND HEATING (continued): The class will now see that a house, like the people who dwell in it, must be made to breathe, else it will

prove unfriendly to human life. Also, that ventilation in most of our houses is a matter of chance, due to an ill-fitting door or window—the mistake of a carpenter.